

# Focus effects on particle placement in English and the left periphery of PP

**Abstract:** A judgment experiment supports topic and focus effects on particle placement in English. These effects reflect movement to a PP-internal topic position parallel to that proposed for CP, DP and vP.



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## Introduction

**Focus:** Topic/Focus effects on particle placement: given objects favor discontinuous order and foci favor continuous order (Bolinger 1971, Svenonius 1996, Kayne 1998, Dehé 2000, 2002).

(1) Q: Who will you pick up? A: I'll pick (?the girls) up (the girls).

(2) Q: How are Turid and Ingrid going to get here? A: I'll pick (the girls) up (?the girls).

**Three main approaches:**

**1. Extragrammatical approaches** (Svenonius 1996, Arnold et al. 2000, Bresnan & Ford 2010).

**2. VP-external Focus position** (Kayne 1998)

(3) a. [<sub>WP</sub> VP [<sub>FocusP</sub> Obj Foc <[<sub>VP</sub> V <Obj> Prt]> ] ] (Continuous orders)

b. [<sub>WP</sub> VP [<sub>FocusP</sub> Obj Foc [<sub>XP</sub> Prt <[<sub>VP</sub> V <Obj> <Prt>]> ] ] ] (Discontinuous orders)

**3. Focus feature "binding"** (Dehé 2002): Discontinuous order triggered when defocused object is in a focus domain as in (2); elsewhere continuous order:

(4) [<sub>VP</sub> turn off<sub>[+F]</sub> [<sub>AgroP</sub> the camera<sub>[+F]</sub> [<sub>VP</sub> <turn off<sub>[+F]</sub>> [<sub>DP</sub> <the camera<sub>[+F]</sub>> ] ] ] ] (Contin.)

(5) [<sub>VP</sub> turn<sub>[+F]</sub> [<sub>AgroP</sub> the camera<sub>[+F]</sub> [<sub>VP</sub> <turn<sub>[+F]</sub>> off<sub>[+F]</sub> [<sub>DP</sub> <the camera<sub>[+F]</sub>> ] ] ] ] (Discont.)

## A judgment experiment

**Subjects:** 125 native speaker Queens College undergrads, 91 ♀, 34 ♂.

**Materials:** 2x4 design crossing focus bias and word order: 4 judgments/condition/subj.

(6) Q: What happened? A: Ann cut (the tree) down (the tree). (Wide focus)

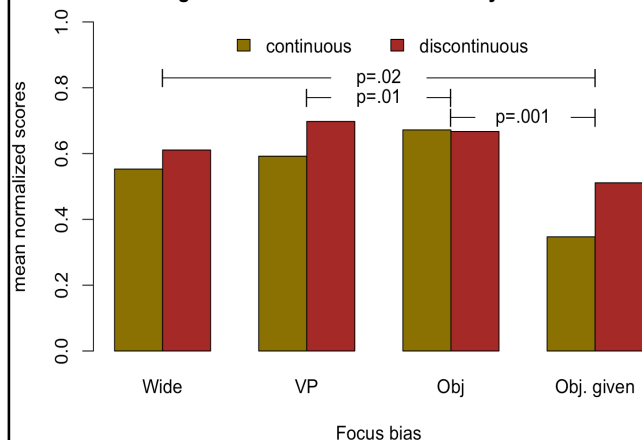
(7) Q: What did Ann cut down? A: Ann cut (the tree) down (the tree). (Obj. focus)

(8) Q: What did Ann do? A: Ann cut (the tree) down (the tree). (VP focus)

(9) Q: What happened to the tree? A: Ann cut (the tree) down (the tree). (Obj. given)

**Procedure:** Self-paced online (Ibex Farm) experiment. 11-point scale (0-10).

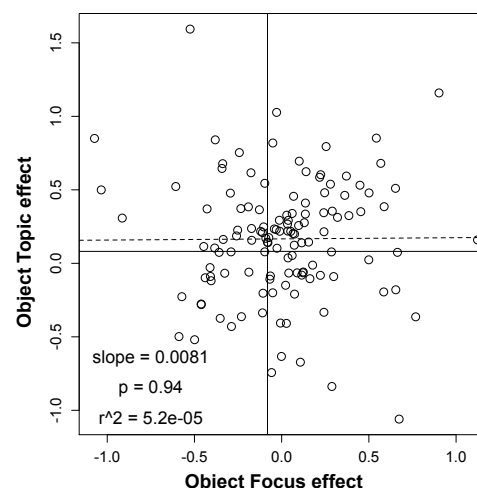
Figure 1: Mean Normalized scores by condition



## Results.

- No evidence that continuous order is "neutral" (pace Dehé 2002).
- Topic effect mispredicted by Kayne (1998).
- Object focus-VP focus difference mispredicted by Dehé (2002).
- Consistent with *given before new* processing approaches (Arnold et al. 2000).
- No cross-speaker correlation between topic and focus effects.

Figure 2: Topic and focus effects by speaker



## The left periphery of PP

**Three ingredients to proposal:**

**1. Functional structure of PP parallels that of clause, DP.**

- Objects merged as specifier of variably case-deficient p head (Svenonius 2004, 2007, Levinson 2011).
- PP, like CP, vP/DP, may contain a topic layer (Rizzi 1997, Kayne 1998, Belletti 2004, Aboh et al. 2010).

(10) V [<sub>TopP</sub> Top ... [<sub>pP</sub> Obj p [<sub>PP</sub> Prt]]

**2. Topic/focus-insensitive particle movement.**

- In sentence-wide focus contexts both orders are acceptable. This suggests some particle or object movement is independently available. We assume p+P incorporation to C-place (den Dikken 2010, Levinson 2011).

(11) [<sub>C-placeP</sub> (down-p)-C [<sub>pP</sub> the tree [<sub>pP</sub> (down)-p [<sub>PP</sub> <down> ] ] ]

- Assume particle incorporates only when p is case-deficient (den Dikken 1995)

(12) a. Pam rolled (down) the ball (down). b. Pam rolled (\*down) the ball (down) the hill.

**3. Grammar competition:** Gradient well-formedness reflects competition between representations (Kroch 1989, 1994, Bresnan & Ford 2010, Bader & Häussler 2010, Melnick et al. 2011).

**Modeling cross-speaker variation:**

- **Grammar 1:** Topic, focus prosodically marked. No topic/focus movement.

- **Grammar 2:** Object topic and object focus effects.

(13) cut [<sub>TopP</sub> down<sub>[TOP]</sub> [<sub>TopP</sub> Top [<sub>C-placeP</sub> the tree<sub>[FOC]</sub> <down> ] ] ] (Obj. focus)

(14) cut [<sub>TopP</sub> the tree<sub>[TOP]</sub> [<sub>TopP</sub> Top [<sub>C-placeP</sub> <the tree> down<sub>[FOC]</sub> ] ] ] (Obj. given)

(15) cut [<sub>C-placeP</sub> <(down) the tree (down)> ] (Wide/VP focus)

- **Grammar 3:** Object topic effect, only. Particles don't scramble (Pintzuk 1991, Zeller 2003, cf. Abraham & Molnarfi 2002).

(16) cut [<sub>TopP</sub> \*down<sub>[TOP]</sub> [<sub>TopP</sub> Top [<sub>C-placeP</sub> the tree<sub>[FOC]</sub> <down> ] ] ] (Obj. focus)

- **Grammar 4:** Object focus effect, only. Object pied-pipes C-placeP.

(17) cut [<sub>TopP</sub> down<sub>[TOP]</sub> [<sub>TopP</sub> Top [<sub>C-placeP</sub> the tree<sub>[FOC]</sub> <down> ] ] ] (Obj. focus)

(18) cut [<sub>TopP</sub> [<sub>C-placeP</sub> (down) the tree<sub>[TOP]</sub> (down)] [<sub>TopP</sub> Top <[(down) the tree (down)]> ] ] ] (Obj. given)

**Conclusion:** The analysis better expresses topic/focus effects on word order in particle verb constructions than previous approaches (Svenonius 1996, Dehé 2002, Kayne 1998). To be explored is the possible relation of these dialects to cross-speaker variation in particle word order in double object constructions (Emonds 1976, Basilico 2008).